



1998-99 CATS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 11—Arts & Humanities

The **academic expectations** addressed by “River Music” are

- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.23 Students analyze their own and others’ artistic products and performances using accepted standards.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

The **core content** addressed by this item includes

Music

Responding

How factors such as time, place, and belief systems are reflected in music

River Music

Composers often create music to express feelings or ideas. You have been chosen to create a piece of music celebrating a community’s relationship to its river.

- a. What aspect(s) of the community’s relationship to the river (e.g., trade, recreation, commerce, river traffic, life on the bank, social activities, river transportation) might you choose to represent in sound?
- b. Identify the instruments or families of instruments that you would use to create the sounds in your piece of music. Explain why you selected these particular instruments for expressing the community’s relationship to its river.



SCORING GUIDE

Grade 11 Arts & Humanities

Score	Description
4	Student clearly identifies 1 or more aspects of the community's relationship to the river. Student clearly identifies instrumentation and clearly explains why the identified instrumentation is appropriate for expressing the identified aspect(s) of the community's relationship to its river.
3	Student identifies 1 or more aspects of the community's relationship to the river. Student identifies instrumentation and generally explains why the identified instrumentation is appropriate for expressing the identified aspect(s) of the community's relationship to its river. Response may include minor errors.
2	Student identifies 1 or more aspects of the community's relationship to the river. Student may identify instrumentation. Student provides a limited discussion of why the instrumentation or certain sounds in general are appropriate for expressing the identified aspect(s) of the community's relationship to its river. OR Student identifies instrumentation that relates to different aspects of the river but not the community's relationship to the river.
1	Student's response is minimal (e.g., student identifies 1 or more aspects of the community's relationship to the river; student minimally discusses how music expresses the community and/or river).
0	Response is totally incorrect or irrelevant.
Blank	No response.

Examples of relevant aspects of the river community:

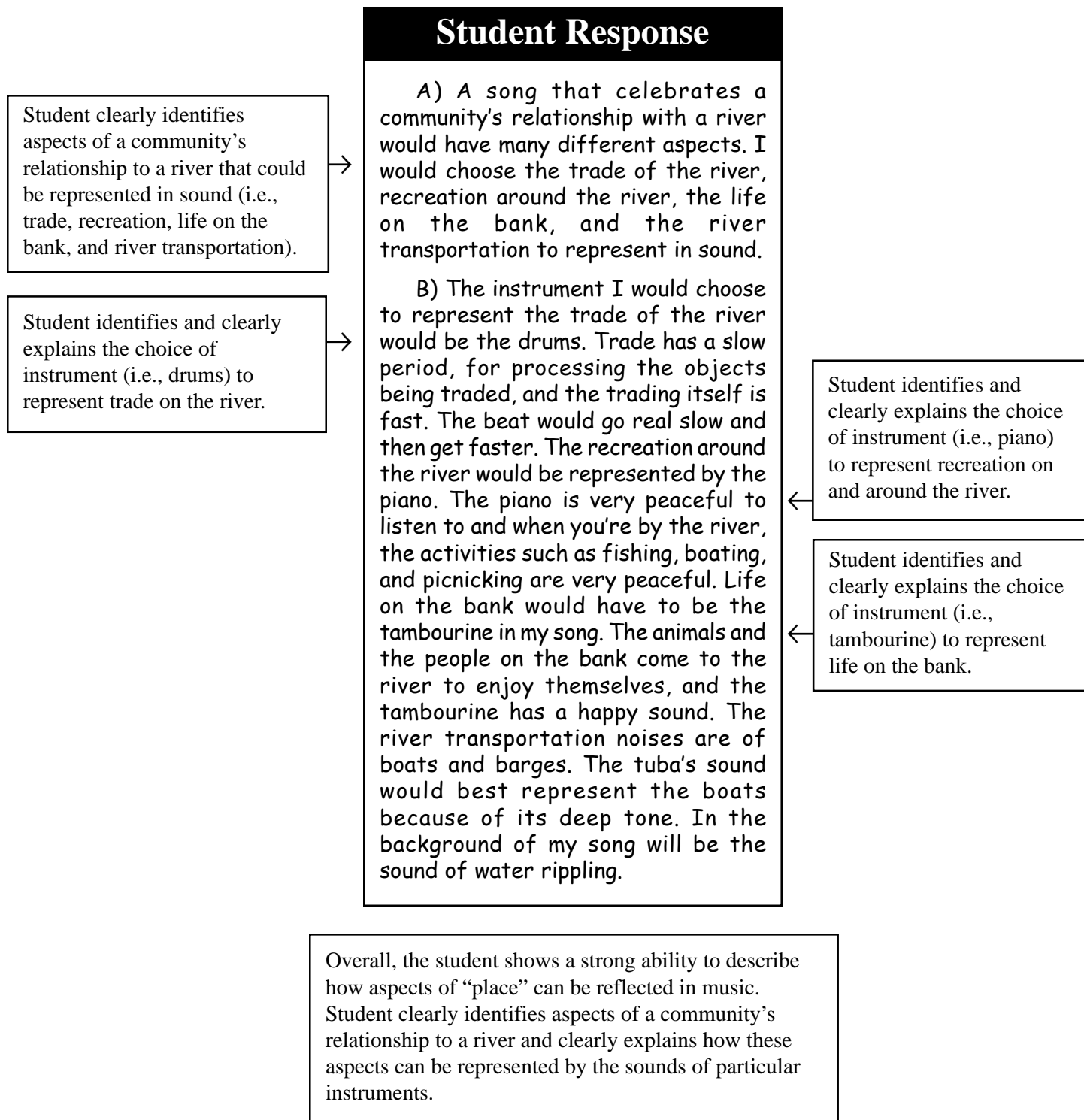
- Recreation—boating, swimming, fishing, water sports, etc.
- Trade, commerce, river traffic—shipping, canning, water supply, hydroelectric, tugboats, barges, etc.
- Party—picnics, fireworks, etc.
- Life on the bank—wildlife, parks, summer homes, etc.
- Characteristics of the river—falls, bubbly, calm and wide, flowing, choppy, etc.
- Ecological/environmental



ANNOTATED STUDENT RESPONSE

Grade 11 Arts & Humanities

Sample 4-Point Response of Student Work

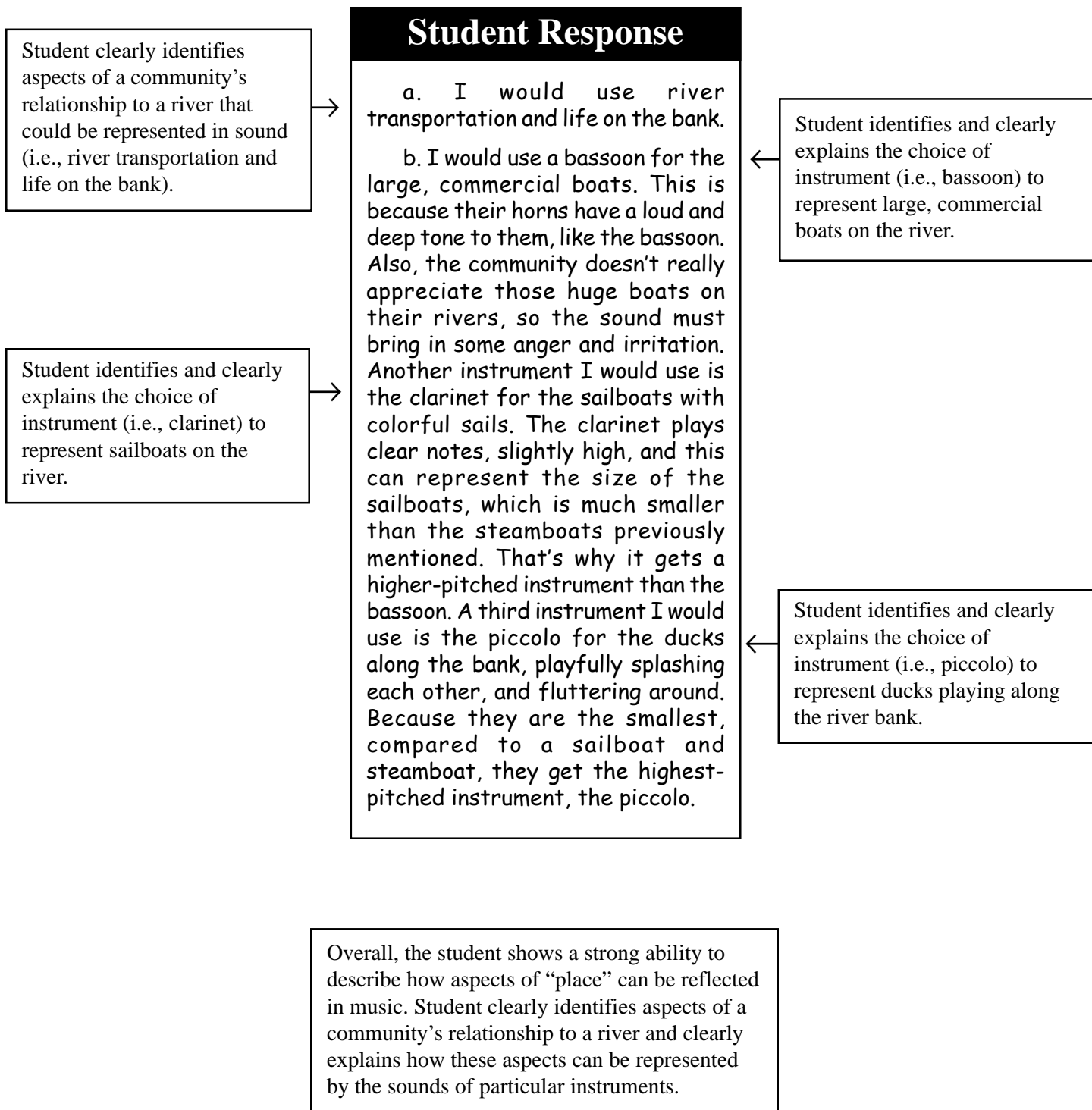




ANNOTATED STUDENT RESPONSE

Grade 11 Arts & Humanities

Sample 4-Point Response of Student Work





ANNOTATED STUDENT RESPONSE

Grade 11 Arts & Humanities

Sample 3-Point Response of Student Work

Student Response

Student identifies aspects of a community's relationship to the river that can be represented by sound (i.e., swimming, boating, or a festival near the river).

Student states that the sound of the music would be festive, making a link to the festival near the river.

Student generally explains why the selected instruments would express the identified aspects of the community's relationship to the river (i.e., they produce an "upbeat" sound and a "fun kind of sound"). The explanation supports the student's earlier statement that the sounds would be festive.

The aspect of the community's relationship to the river that I would want to represent in sound would be the community's involvement with the river. Like how it is used for swimming or boating or if the town has a festival by it. So my song would be kind of a festive song. Some instruments that I would use are a guitar, drums, harmonica, and others that would give my song an upbeat sound. I would use these instruments to produce a fun kind of sound so people will remember the river as being a fun place. If I used a violin or something that sounded sad that would make the river look bad. So that is why I chose those instruments.

Student clearly identifies some instruments (i.e., guitar, drums, and a harmonica), and generally refers to "others," that could be used to express the identified aspects of the community's relationship to the river.

Overall, the student shows a general ability to describe how aspects of "place" can be reflected in music. Student identifies aspects of a community's relationship to a river and generally explains how these aspects can be represented by the sounds of particular instruments.



ANNOTATED STUDENT RESPONSE

Grade 11 Arts & Humanities

Sample 2-Point Response of Student Work

Student Response

Student identifies some aspects of the community's relationship to the river that can be represented in sound (i.e., recreation, social activities, and river transportation).

A. I would choose to represent the communities recreation, social activities and river transportation in my piece of music because these aspects are whats important to every individual in the community. Every benefits some way from the river and I would try to bring out these ways through my composition.

B. In my piece of music, I wouldn't limit myself to particular instruments. I would use a whole symphony if possible to convey the great feelings toward the river. There are many different aspects of the river and I would try to bring each one alive through the instrument that portrays it.

Student provides a limited discussion of why the sounds of a symphony would be appropriate for expressing the identified aspects of the community's relationship to the river (e.g., a symphony conveys "great feelings toward the river").

Overall, the student shows a limited ability to describe how aspects of "place" can be reflected in music. Student identifies aspects of a community's relationship to a river and explains in limited terms how these aspects can be represented by the sounds of particular instruments.



ANNOTATED STUDENT RESPONSE

Grade 11 Arts & Humanities

Sample 1-Point Response of Student Work

Student identifies an aspect of the community's relationship to the river that can be represented in sound (i.e., river transportation).



Student Response

I would use river transportation and my song would be a lot like the song Roll'en Down the River you know the Ike and Tina Turner song I would just by them the CD and say here ya go.



Student does not identify instrumentation or certain sounds in general, but does identify a song that relates to the identified aspect of the community's relationship to the river.

Overall, the student shows a minimal ability to describe how aspects of "place" can be reflected in music. Student identifies an aspect of a community's relationship to a river and explains in minimal terms how this aspect can be represented by the sounds of a song.



INSTRUCTIONAL STRATEGIES

Grade 11 Arts & Humanities

The open-response item “**River Music**” assesses students’ knowledge of how a sense of place can be reflected by music. The instructional strategies below present ideas to help students explore and master this concept.

Discuss with students how the idea of “place” can be reflected in music. As part of the discussion, let students listen to different pieces of music that reflect, or could reflect, different types of places (e.g., busy places, calm places, religious places, fun places, sad places). Ask students to explain why they think a particular piece of music reflects a particular type of place. Point out that a particular piece of music may reflect different places to different students.

Let students listen to different pieces of music that reflect, or could reflect, different types of places. Ask students to identify the instruments or families of instruments that are used in each piece of music. Discuss the ideas or feelings that these instruments convey in each piece of music.

Explain to students that music can also be used to reflect a period of time. Let students listen to pieces of music that reflect particular periods in time (such as Medieval music, Renaissance music, and modern music). Discuss the elements of each piece of music that serve as clues to identifying the time period of the music. Be sure to include instrumentation as one of the elements that are discussed.

Have students work individually, in pairs, in small groups, and/or as a class to complete any or all of the following activities:

- Identify instruments that could be used to represent the students’ school. Explain why each of the identified instruments expresses the students’ school.
- Choose a place and identify the instruments that could be used to represent that place. Explain why each of the identified instruments expresses the chosen place.
- Listen to a piece of modern music. Identify instruments used in the music and explain why these instruments tell the listener that the music is modern.
- Select three instruments from a list of instruments and explain how those instruments could be played in different ways to reflect different places or time periods.
- Select three pieces of music that represent different places or time periods. Ask at least one other student to listen to the music pieces and to identify the place or time period that is reflected in the music. If there are differences in opinion, discuss those differences.